

## Whisper Math

Students can practice their counting or skip counting while quietly walking in the hall or waiting in line.

Once students are comfortable counting from one, vary the starting number to increase number sense and build fluency. (Ex. Count by ten's starting at 28, or count by two's starting at 3.)

## Around the World

Using flashcards, students have an opportunity to complete a math equation. Students sit in a circle. Choose a starting person. This student stands behind the next student in the circle. The teacher holds up a flash card. The first student to say the answer stands behind the next person in the circle. If a sitting student says the answer first, the standing student sits down in the winner's chair. This process continues until at least one student makes it completely around the circle.

## Buzz

This game is used to review a specific fact family. The leader chooses a number between 2 and 12. The leader says 1, the next player says the 2, and so on. When they reach a multiple of the number chosen, the player says "buzz" instead of the number. If a player forgets to say buzz or says it at the wrong time, he or she misses that turn. Play continues until they group reaches the specified end point.

## Dominoes

Practicing facts can be fun and easy with dominoes. Using a document camera, turn over a domino and have students say the fact shown and provide the answer. Repeat to practice additional facts.

## What's My Name?

On a nametag write a unique basic fact problem for each student.

Each student gets to wear one for the day. They no longer have a name. When a student wants to speak to someone, they must call them by their new full name, that is, number sentence and the correct answer. (Ex.  $3+5=8$ )

## Door Busters

Choose flash cards that correspond with facts you are working on. As the students line up, hold up a flash card for them to solve. The answer is their "pass" into/out of the classroom. If a student misses the problem, they can step to the side and work it out or use a "life line," like "phone a friend" or "ask the audience." Be sure that if they give an incorrect answer or no answer, they must also give the correct answer...no opt out.

## Jumping Jack Math

This game is used to review a specific fact family. The leader chooses a family to practice-say the 6 times tables. As students recite the tables from  $6 \times 1$  to  $6 \times 12$ , they do jumping jacks. If the class makes a mistake, they start over from the beginning until they go through from beginning to end correctly.

## Cards

Practicing facts can be fun and easy with cards. Using a document camera, turn over two playing cards and have students say the fact shown and provide the answer. Repeat to practice additional facts.

### \*Notes:

Use digit cards or remove face cards from a standard deck of playing cards.

To practice a specific fact family, say  $+4$ , leave one die showing four and roll the other one to generate random facts.

## Flashcard Fanfare

This one is simply simple. Show the class a single flashcard at a time. When the class recites the problem and the correct solution, there is a round of applause.

## All the Ways To...

In this activity, the class works together to come up with all of the ways to make a number. Let's say students are working one ways to make ten. Working in teams or alone, the students must generate a list of all of the ways to add (or multiply, etc) to get that number. The class should focus on the basic facts first and then get creative with the other ways they can think to make the number. Lists should be shared and students should say the entire number sentence, including the answer.

## Math In Motion

As students recite a set of facts, they all move in the same fashion. For example, students can choose to:

- hop on one foot,
- run in place,
- clap their hands,
- snap their fingers,
- stomp their feet,
- wiggle their fingers,
- blink their eyes,
- and so on.

The possibilities are endless!

## Dice

Practicing facts can be fun and easy with dice. Using a document camera, roll a pair of dice and have students say the fact shown and provide the answer. Repeat to practice additional facts.

\*Note: Use polyhedral dice to add a challenge.

## Flashcard Hot Potato

Students stand or sit in a circle. One person is the "counter" and moves outside of the circle, facing away from the group. That person quietly counts to any number in a given range, say between 15 and 20. When they reach that number they turn and say "Hot Potato." While the person is counting, the rest of the group passes a stack of flashcards around taking turns saying the entire number sentence, including the answer. When the counter says "hot potato," the person with the deck of cards leaves the circle and joins the counter for the next round. Play continues until all are "counters."

Note: Students should be very comfortable with the facts being practiced prior to using this activity.

## Twisted Zoom

Say students are working on the first half of the 4 times tables. In a circle, one student begins by saying  $4 \times 1$  and the answer. The student to their left says the next fact and so on until the class reaches  $4 \times 7$ . Instead of saying the answer that student says  $4 \times 7$  is ZOOM. The cycle starts over at  $4 \times 1$ . If the student chooses to say MOOZ play will continue in reverse and go back the same way it came. Once a student says ZOOM or MOOZ, they can be out, or continue to participate.

## Choral Call Out

The teacher (or student leader) states a basic fact, leaving out the answer. Students, in chorus, say the answer and then repeat the entire equation together.

## Flashcards-Straight Up

The teacher, or a student leader, holds up a flashcard or shows one using the document reader. The class reads the number sentence and gives the correct answer. The teacher, or student leader changes cards and play continues.

## I Have Who Has

Using created decks, students sit in a circle. Distribute one card to each student, then distribute the extras to strong students in the beginning and to random students as the class becomes more familiar with the deck. As you distribute the cards, encourage students to begin thinking about what the question for their card might be so that they are prepared to answer. When all cards are distributed, select a student to begin. Play continues until the game comes back to the original card. That student answers and then may say "stop" to signal the end of the game.

## Beach Ball Blast

Using a beach ball with number facts (either created or purchased or borrowed) students play catch and answer math facts along the way. Be sure students say the whole equation, not just the answer.

